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ABSTRACT

This manual provides a framework for formulating a game plan for retention of students in vocational training. The information is based on possible conflicts the students may encounter that would hinder the completion of vocational programs. The conflicts are categorized into personal conflicts, school-related conflicts, and other situations. Suggestions for alleviating each situation are presented that require the participation of these members of the team: administration, instruction, and counselor and student services. Representative personal conflicts are as follows: pressure to leave school because friends attend a different school; mental, emotional, or physical handicaps; and nonsupportive families. School-related conflicts include distance from school and insufficient transportation, need for more guidance, and differences or conflicts with staff. Other situations include inadequate secondary education, age difference, and belief that government support is better than working. Appendixes contain the following items: forms for student goal setting; sample topics for student mini-workshops or seminars; materials for inservice training in retention; information on funding; materials on computer conferencing; staff and student questionnaires on retention; descriptions of sample retention programs; and a list of 24 references. (YLB)

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RETENTION: A GAME PLAN

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Preface

The material in this book was compiled from a variety of sources including books, periodicals, manuals, professionals, etc.---rather than personal opinion or supposition. The questionnaires (appendix F) formed the framework for the contained text.

Acknowledgment of thanks to the administrative staff of the vocational schools for their support is given to:

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Linda L. Bennett
Fall, 1990

INTRODUCTION

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"A good retention program starts with a structured analysis of the problem to determine the major cause or causes of the situation." (MLO, September, 1989, page 28). Structuring is a necessary component for establishing criteria to keep students in vocational school. The circumstances which contribute to vocational program incompleteness necessitates a comprehensive study for resolving the retention dilemma: a dilemma which constitutes a loss to both the students and the vocational school. Confronting the problem is a beginning to a solution for the problem.

In order to determine ways to assuage the retention issue, a plan of action can be devised to address the needs of both school staff and students. Various strategies (such as questionnaires, special in-service training, rap sessions, seminars, etc.) can be utilized for discovering potential and/or existing conflicts. The results from these activities may vary according to the "personality" of the school but the involvement of all factions in the school can make the analysis worthwhile --each contribution can lead toward the development of an effective plan.

The information included in the contents of this book is based on possible conflicts the students may encounter to hinder the completion of vocational programs. These conflicts are categorized as the following: personal conflicts, school related conflicts, and other situations. Some of the obstacles may not apply to all schools. Perhaps, however, there will be a correlation between the suggested situations and the existing scenario of many schools.

The plan for retention can be compared to a plan for playing a sport: in other words, a game plan. A retention plan cannot work without the participation of each member of the team with the team including administration (coaches), instruction and counseling (team players) and methods (strategies and rules of the game); the ultimate objective is keeping the students in school (the goal or winning the game). From the framework established in the following contents possible direction can be formulated for students and schools in successful completion of vocational training and a winning course can be found through a plan; conflicts can be overcome. A game plan for retention can be found.

Students--Personal Conflicts

Conflict 1

<u>Students feel pressure to leave school because their friends do not attend the same school.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Procure names and addresses of students' friends. Send literature to friends about school.
*Establish a mentor program using students and faculty to encourage camaraderie.
*Promote interactions between students and individual advisors/counselors to reflect committment.

INSTRUCTION--

*Give affirmation to the value of the courses offered while correlating the courses to future job opportunities.

COUNSELOR AND STUDENT SERVICES--

*Amplify long term goals which have been determined with individual students (see appendix A).
*Formalize course planning.
*Emphasize improved standard of living through realization of goal---a job.

.....

Conflict 2

<u>Students have some type of mental, emotional, or physical handicaps.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--
*Individualize programs for students, considering physical, occupational, and

psychological neeeds.
*Network with services agencies.
*Promote special workshops, seminars, and rap sessions for group support (see appendix B).
*Foster the importance of counseling and expand counseling services.
*Generate a unified campus to help students with disabilities.
*Promote professional growth experience for faculty to learn to deal with students who have special problems (see appendix C)

INSTRUCTION--

*Value each person's differences.
*Participate in special teacher training or workshops (see appendix C).
*Help (co-moderate) with student workshops, rap sessions, seminars (see appendix B).
*Ensure that each student is thoroughly aware of counseling services.

COUNSELING AND STUDENT SERVICES--

*Encourage students to discover themselves.
*Define a person's strengths and weaknesses (dealing with internal as well as external conflicts).
*Promote student participation in seminars, workshops, and rap sessions. Co-moderate these activities with instructors (see appendix B).
*Be available for conferences with individual students.
*Provide a broad variety of services directed toward meeting the many needs of students.

.....

Conflict 3

<u>Students decide their present job is satisfactory.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Sustain flexibility in course work.
*Initiate the idea of lifelong learning.

INSTRUCTION--

*Set long and short term goals (see appendix A).
*Incorporate these concepts in discussion with students during class time.
*Emphasize lifelong learning with students.

COUNSELOR AND STUDENT SERVICES--

*Institute individual counseling with students to develop long and short term goals (see appendix A).
*Prior to acceptance into program initiate lifelong learning.
*Establish weekly client counseling (one-on-one or group pep talks).
*Evaluate job skills.
*Emphasize improved standard of living when course is completed.

.....

Conflict 4

<u>Personal financial needs are too great and the cost of tuition is too high for students.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Correlate help for financial problems including work study, JTPA, part-time work, scholarships, veteran benefits, fee waivers, transportation, child care, etc. (be aggressive in finding agencies, etc. for helping with problems)

INSTRUCTION--

*Maintain rapport with students to help identify student needs.
*Work with students to fit school around part-time job or work-study using flexible deadlines.

COUNSELOR AND STUDENT SERVICES--

*Sustain information regarding part-time jobs, loans available and other financial assistance (federal grants, counseling, state grants, etc.).

.....

Conflict 5

Child care is needed.

Suggestions for alleviating situation:

ADMINISTRATION--

*Examine the feasibility of providing on/off campus facility for child care (gender, income and program qualifications).
*Work for child care co-op.

INSTRUCTION--

*Demonstrate a sensitivity to the needs of the students.
*Encourage students to seek help from student services.
*Be alert to any possible solutions to the child care dilemma.

COUNSELOR AND STUDENT SERVICES--

*Familiarize the student with child care options for your particular locality.
*Promote a private child care facility.

.....

Conflict 6

Students decide to marry or divorce.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Supply options for students to resume training after divorce/marriage.
*Create an atmosphere of flexibility for student reentry into school once the situation has been resolved.

INSTRUCTION--

*Project a special awareness to discern changes in the lives of students.
*Correlate the importance of education in proportion to the situation at hand.

COUNSELOR AND STUDENT SERVICES--

*Educate the students for long range goals (future planning).
*Inspire the students for continuing education in spite of personal situation.
*Familiarize the students with others who have overcome similar situations.

.....

Conflict 7

Students cannot attend because of family or health problems.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Recognize the importance of family stability and personal satisfaction to the vocational program.
*Design courses allowing for flexibility.
*Provide short term courses.

INSTRUCTION--

*Cultivate rapport with students for detecting special needs in students.
*Be willing and able to "stay on top" of student needs.

COUNSELOR AND STUDENT SERVICES--

*Facilitate an open environment for students to allow discussion of personal problems.

*Maintain one-on-one conferences or small group sessions to help counteract some problems.

.....

Conflict 8

Families of students are not supportive.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Coordinate flexible scheduling and short term courses.
*Equip the program with special seminars, etc. concentrating on coping with problems (see appendix B).
*Develop a close relationship between the students and the school.
*Incorporate into the programs special support advisors and peer mentors/tutors.

INSTRUCTION--

*Offer special encouragement for students to help compensate for the lack of encouragement from family.
*Promote peer interaction.

COUNSELOR AND STUDENT SERVICES--

*Use examples of people who have been able to achieve in spite of obstacles.
*Promote peer interaction.
*Stress the availability of special emotional support from the counselor/student services.

.....

Conflict 9

Students decide to accept jobs related to vocational training prior to completion of course work.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Adapt class schedule to allow continuation of course work (i.e. night courses).
*Apply work experience to program certification.
*Arrange for a co-op/work plan.

INSTRUCTION--

*Refrain from recommending students who quit courses before completion.
*Support co-op experience for students.

COUNSELOR AND STUDENT SERVICES--

*Assist students with long term goals (see appendix A).
*Do not give recommendations for students until program is completed.
*Make available latest job/training information.
*Enlist teachers, administrators, and counselors to collaborate on a support system to keep students in vocational training.

.....

Conflict 10

Students think they cannot fit school and part-time job.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Devise flexible scheduling with short term programs and/or night classes.
*Allow part-time students to attend school.
*Administer jobs for students at school.
*Develop computer conferencing for students (see appendix E).

INSTRUCTION--

*Permit students to do some requirements for course work away from school by computer conferencing, etc. (see appendix E).
*Assign independent study.

COUNSELOR AND STUDENT SERVICES--

*Consider the various options with students (i.e. night classes, short programs, or an extended time for course completion, flexible schedules).

.....

Conflict 11

<u>Students postpone plans to attend school temporarily because they are undecided about their future.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Prepare short term courses for hands-on-experience.
*Provide for course completion on a part-time basis.
*Assist reentry to program for students.

INSTRUCTION--

*Eliminate some areas of course work through student testing.
*Stress the value of post-secondary training.

COUNSELING AND STUDENT SERVICES--

*Guide students toward making long term goals as well as immediate goals (see appendix A).
*Conduct exit interview.
*Test students for special aptitudes and interests.
*Help students develop career goals that correlate knowledge of self, goal setting, and the changing work world.
*Explore a wide variety of career choices.

.....

Conflict 12

<u>Students cannot or do not come to class.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Adhere to an attendance policy.
*Appoint drop-out instructor.
*Advocate a buddy system for attendance.
*Reward students with recognition and special awards for attendance.
*Act as broker for students relating additional services (social agencies, etc.) to the student needs (causes of absenteeism).

INSTRUCTION--

*Enforce attendance policy.
*Send out post cards to absentees.
*Put to use compentency based instruction with hands-on-experience.

COUNSELOR AND STUDENT SERVICES--

*Clarify or introduce attendance policy. during registration or orientation.
*Attempt to strengthen the significance of good attendance through counseling with absentees.

.....

Conflict 13

<u>Students fear failure and are easily frustrated.</u>

Suggestions for alleviating situation:

ADMINISTRATION--

*Accenuate importance of each student who is enrolled in system.
*Search for positive reinforcement for students' pursuit of educational goals.
*Develop more coordination and consistency between curricula and developmental/preparatory programs.
*Incorporate relevant vocational career components into developmental/remedial preparatory programs.
*Ensure equal opportunity for all students in curriculum success.

INSTRUCTION--

*Perpetuate a success oriented environment with a generous measure of praise for student successes (building early success).
*Help student meet level of expectation.
*Assure basic proficiency and competency in students (see appendix A).
*Motivate and guide students enrolled in developmental/remedial preparatory programs.
*Utilize alternative testing procedures for those afraid of failure (ex. open book tests, alternative projects, etc.).

COUNSELOR AND STUDENT SERVICES--

*Administer counseling to students who seem to anticipate failure.
*Provide an open atmosphere for students to encourage them to seek help.
*Identify personal strengths and weaknesses of students.

.....

Conflict 14

<u>Students will not do the required work for the course.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Promote a statement of program rules (a form which the students should sign) to foster an understanding of expectations for a particular program.
*Nurture the students with the feeling they are a part of the system.
*Endorse student participation in contests, clubs, etc. to instill motivation in addition to classroom activities.
*Insist on quality course work from the instructors.

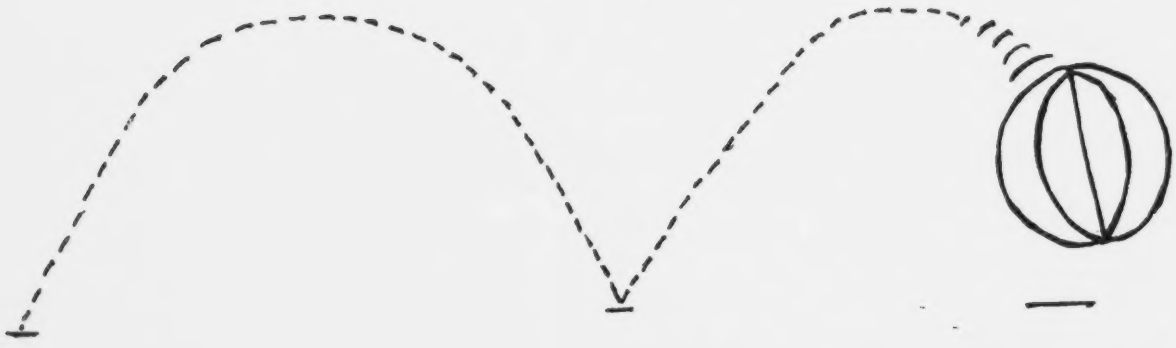
INSTRUCTION--

*Offer individual attention.
*Teach competency based courses, emphasizing the work ethic.
*Relate theory and application to the job market.
*Subscribe to a philosophy of giving quality instruction.

COUNSELOR AND STUDENT SERVICES--

*Inform students about requirements for each program at the time of registration.
*Support the students in getting quality education.
*Uphold the feeling of camaraderie making the students feel a part of the system.
*Formalize course planning and goal setting for students (see appendix A).
*Provide an atmosphere to encourage the students to continually seek assistance when needed.

Students--School Related Conflicts



Conflict 1

<u>Students are unaware of information about employment possibilities.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Arrange special workshops for students (see appendix B).
*Secure materials on the changing work world and relay information to students.
*Retain close relationship between the school and business/industry.
*Recommend employability skills training as part of all occupational instruction.

INSTRUCTION--

*Enlist potential employers for speaking to students.
*Realize changes in job opportunities and share information about those changes with students.

COUNSELOR AND STUDENT SERVICES--

*Introduce wide choices in work fields and predictions of future jobs.
*Post articles and other information about available jobs and distribute information to students.

.....

Conflict 2

<u>Distance from school is too far and transportation for students is insufficient.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Plan for adequate bus transportation and/or provide lists for car pooling.

*Promote computer conferencing (see appendix E).

INSTRUCTION--

*Build courses which will give students strong incentives to overcome obstacles (the desire to come to class will be greater than the obstacle).
*Participate in computer conferencing (see appendix E).

COUNSELOR AND STUDENT SERVICES--

*Acquaint students with possible transportation options.

.....

Conflict 3

<u>Credits from other schools are not transferable.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Match courses from other schools if possible.
*Allow for testing out of course work.
*Update course work and programs.

INSTRUCTION--

*Observe special abilities of students who have prior training and recommend students to advanced study.

COUNSELOR AND STUDENT SERVICES--

*Evaluate transcripts of students who have participated in other post-secondary training.
*Recommend testing out of courses or deleting some courses.

Conflict 4

Admissions process for entering school is too complicated.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Conduct orientation prior to registration.
*Simplify procedures to reduce drop out rate (from application to beginning of school).
*Create task force to set up an effective and systematic orientation process (goals, objectives, and strategies).

INSTRUCTION--

*Listen for possible constructive criticism from students pertaining to registration.
*Offer assistance to students who need help.

COUNSELOR AND STUDENT SERVICES--

*Activate and monitor streamlined admission procedures.
*Encourage the students to persevere.

.....

Conflict 5

Courses are not considered good quality by the students and/or equipment is out-of-date.

Suggestions for alleviating the situation:

ADMINISTRATION--

*Involve student assistance in curricula goals for delivering high quality education.
*Assess faculty, programs, etc. with evaluations.
*Consult with industry about effectiveness of programs.
*Utilize advisory committee to ascertain job placement.

*Explore innovative tactics for funding to get new equipment (see appendix D).

INSTRUCTION--

*Pursue a continued search for upgrading equipment and innovations in teaching.
*Examine job placement rate, employer satisfaction, and course content.
*Confer with industry.

COUNSELOR AND STUDENT SERVICES--

*Ascertain the needs of the students and relay the needs to the administration and instructors.

.....

Conflict 6

<u>More guidance is needed for students.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Expand student and counseling services.
*Strive for unity and cooperation between the instructors and the guidance/student services.
*Establish an interest/abilities/career center.
*Integrate counseling services into the student on-campus experience.

INSTRUCTION--

*Urge students to seek help from counseling/ student services when needed.
*Be open and sensitive to potential needs or problems of students.

COUNSELING AND STUDENT SERVICES--

*Coincide a positive relationship with the instruction and guidance departments.
*Facilitate an interest and abilities testing.

*Serve as a clearinghouse for information--
both for students and instructors.
*Publicize services offered.

.....

Conflict 7

<u>Students created behavior problems and are asked to leave school.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Advocate behavior guidelines for students.

*Enforce behavioral guidelines.

INSTRUCTION--

*Evaluate the situations which could/do
allow for misbehavior.

COUNSELOR AND STUDENT SERVICES--

*Inform students of consequences of misbehavior
(for example: dismissal from school, no job
references).
*Develop insight in order to anticipate
possible problems and work with instructors to
counteract problems before they occur.
*Help with positive attitudes and learning
strategies.

.....

Conflict 8

<u>Not enough time is available to work with educationally disadvantaged.</u>

Suggestions for alleviating situation:

ADMINISTRATION--

*Acquire special tutors or mentors (example:
retired people, former students, business

people) to work with students who need additional help.
*Ensure an equal opportunity to all students for success in the programs.

INSTRUCTION--

*Detect special needs of students in the classes.
*Recommend students for remedial work.
*Utilize a student mentor program when possible.

COUNSELOR AND STUDENT SERVICES--

*Reconcile the needs of the students to remedial training.
*Motivate and direct students to enroll in "developmental/remedial preparatory program."

.....

Conflict 9

Students have differences and/or conflicts with staff.

Suggestions for alleviating situation:

ADMINISTRATION--

*Prepare special workshops, rap sessions, seminars, etc. (see appendix B) and/or questionnaires to learn of possible problems the students may have.

INSTRUCTION--

*Exercise fairness in dealing with the students.
*Be aware of possible personality differences and respect students as individuals.
*Adjust program to accommodate individuals.
*Treat students as consumers.

COUNSELOR AND STUDENT SERVICES--

*Respond as soon as possible to student/teacher conflicts.
*Arrange for an environment where the students

and instructors can "air" their problems.
*Probe ways to handle conflict effectively.

.....

Conflict 10

<u>Classroom space is unavailable for the program chosen by students.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Investigate possible improvements in facility.
*Search for different sources for financing improvements (see appendix D).
*Encourage efficient use of space and suggest imaginative uses of existing areas.

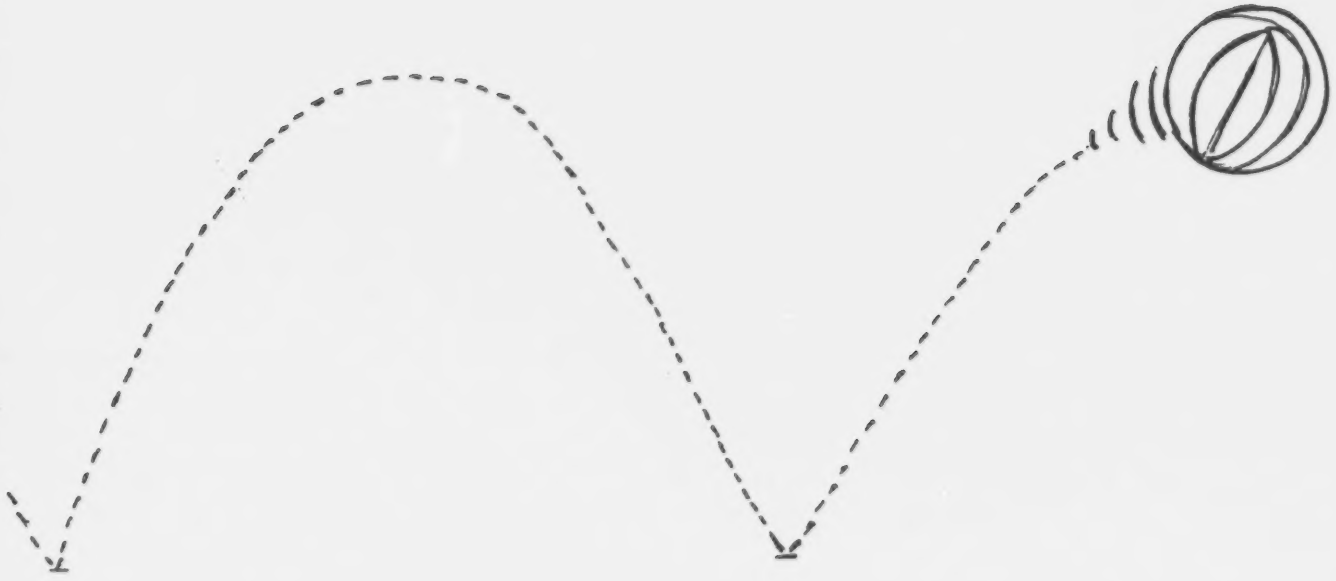
INSTRUCTION--

*Manage existing facility with ingenuity and imagination.

COUNSELOR AND STUDENT SERVICES--

*Extend alternative program selections for students, making sure the courses correspond to the aspirations and interest of students. (with many options the students may be able to choose a less crowded program).

Students--Other Situations



Conflict 1

Student's secondary education is inadequate.

Suggestions for alleviating situation:

ADMINISTRATION--

*Appoint drop-out prevention instructor (responsible for remedial and individual instruction).
*Solicit mentors (teachers, other students, former students, business persons or retired persons) for students.
*Provide special in-service training for instructors (see appendix C).
*Make available additional academic help for high-risk students.

INSTRUCTION--

*Cooperate with drop-out prevention instructor (responsible for remedial and employability skills).
*Encourage peer tutoring.
*Incorporate relevant vocational/career components into programs for remedial work.

COUNSELING AND STUDENT SERVICES--

*Plan for meeting with each student informally to determine inadequacies in educational backgrounds.
*Arrange for remedial instruction.

.....

Conflict 2

Students decide to join military.

Suggestions for alleviating situation:

ADMINISTRATION--

*Make sure students are cognizant of all the school offers when military service is completed (and reintroduce them to the programs of school).
*Keep in touch with students if possible (follow-up program).

INSTRUCTION--

*Foster encouragement for student to further education.
*Focus on the importance of learning.
*Remind students to return to school once they have finished their service obligation.

COUNSELOR AND STUDENT SERVICES--

*Explore many options for students giving special counseling.
*Emphasize long term goal planning (see appendix A).

.....

Conflict 3

<u>Age difference is a problem to the students.</u>

Suggestions for alleviating the situation:

ADMINISTRATION--

*Accomodate each student as an individual as much as possible.
*Promote the "buddy system".
*Enact monthly group activities for those who have been away from school a year or more.
*Modify programs to help eliminate age barriers.

INSTRUCTION--

*Reassure and reinforce each student's

committment to his/her educational goals.
*Listen to student's complaints and change programs where necessary.

COUNSELOR AND STUDENT SERVICES--

*Reveal to students the positive aspects of interactions with various ages.
*Eliminate age barriers.
*Focus on educational goals (see appendix A).
*Lead in small group meetings or activities for students who have been away from school a year or more.

.....

Conflict 4

Students feel government support is better than working.

Suggestions for alleviating the problem:

ADMINISTRATION--

*Endeavor to work with welfare and state agencies.
*Recognize student successes.
*Support a day care program.
*Intensify the significance of training and job placement opportunities (especially for high demand occupations).
*Recognize outstanding students (ex. allowing students to work as mentor).

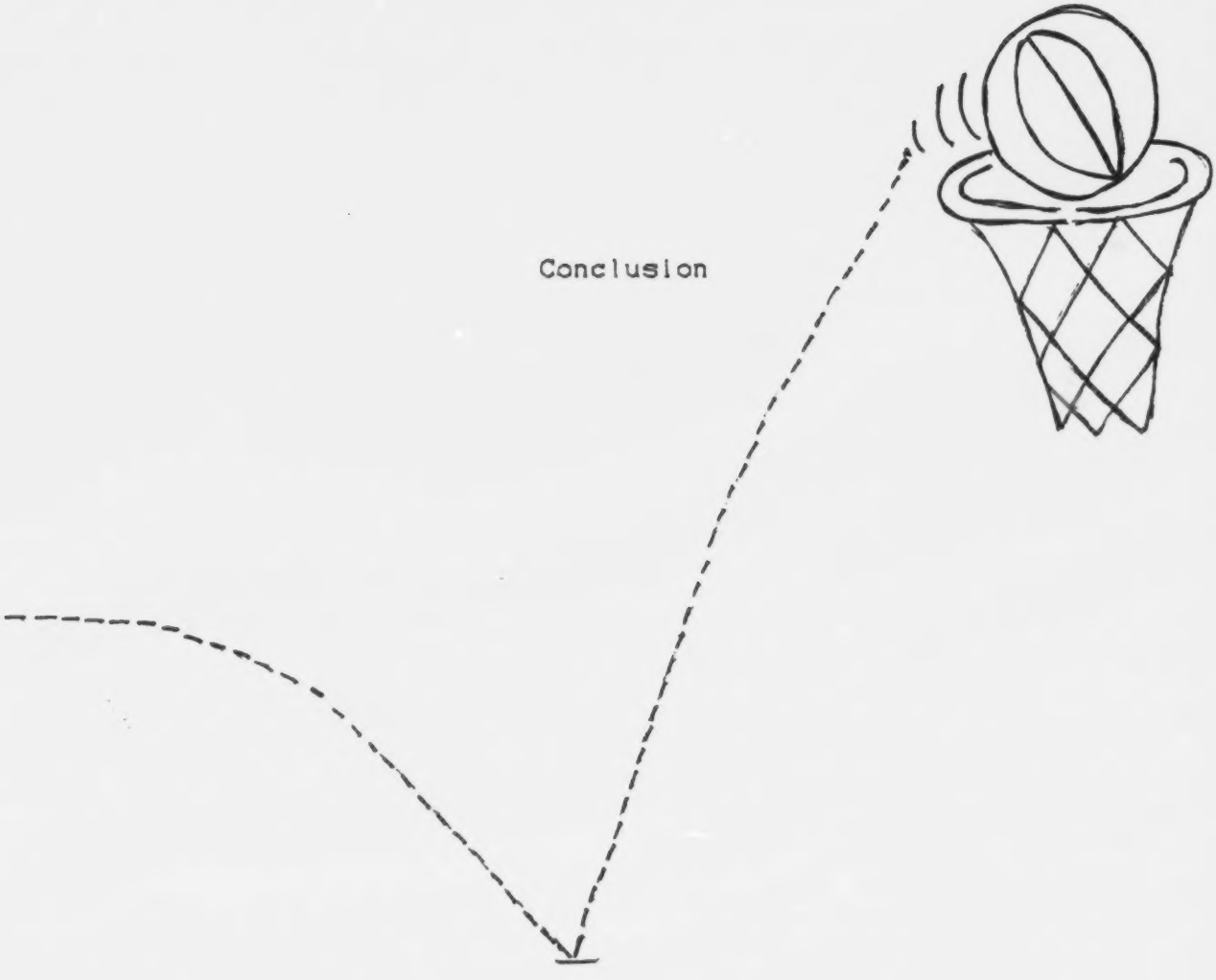
INSTRUCTION--

*Aim to enhance students' self-esteem.
*Encourage outstanding students by allowing them to work as aides, etc. in some classes.
*Alert students to the wide possibilities in the work world.

COUNSELOR AND STUDENT SERVICES--

*Stimulate student self-esteem.
*Assess and plan career goals.
*Screen applicants carefully.
*Monitor progress of students and work with special government agencies.

Conclusion



Conclusion

The proposals addressed in this text do not constitute an absolute design for retaining students in a vocational program. Rather, these perceptions comprise potential groundwork for constructing new principles to generate a fresh impetus in deterring student exodus from vocational training. Each school can take the fundamentals and expand, elaborate, alter, and invent a plan suitable to its unique combination of circumstances.

As with a sport, the victory does not come until the game is over. But when or how does that victory arrive? The goal or the prescribed plan with ensuing positive results coming from that goal or plan indicates evidence of success or failure of the game plan. At that point, one can truly say "The game was well played" or another strategy needs to be devised.

Appendixes
A-G

Appendix A
Goal Setting

Goal Setting:

Establish Compentency Profiles--each student is given a proficiency checklist. As a proficiency is achieved, it is documented on a prescribed/prearranged plan. This allows the students to see how he/she progresses.

(The above information and the following forms were adapted from The Helping Process Booklet for Students.)

Personal Goal Setting Plan for (student) Date:

Address: Mentor (Counselor and/or Instructor):

Telephone#: (Home) (Work)

Employer: Position:

Parent/Guardian/Spouse Telephone#:(Home) (Work)

Program/Classes	Short-Term Goal & Date	Long Term Goal & Date	Achieved (?)
Other Goals			

Vo-Tech

Suggested changes to the Personal Goal Setting Plan

For (Student)_____

Student will meet with the instructor and/or counselor on _____ at _____
(date) (time)

in _____
(office/room)

(Complete the information below and bring this form with you before your appointment)

Program/classes other goals	Accomplished(?) (yes or no)	Needs changing (?) (yes or no)	Change short term Goals to:	Long term Goals change to:

Appendix B
Topics

Sample topics for mini workshops, seminars and/or rap sessions (could be optional for students or part of orientation before classes begins):

- Handling stress
- Family/child related problems
- Problems especially for women/men
- Goal setting
- Alcohol/drug problems
- Finances: managing personal finances and/or budgeting
- Time management
- Study skills/test taking
- Employment opportunities (using local management and industry)
- Workplace ethics and coping skills
- Socialization skills
- Healthful living
- Consumer information (shopping, etc.)
- Self--Attitudes
  - Discipline
  - Image (including internal and external image)
  - Discovery
- Civic Responsibilities (Community, State, Federal)

Appendix C
Inservice Training

Possible Activities for Retention Workshops
(For Leader or Administrator)

1. Test staff to see the awareness of the retention situation (opinion of the staff) using a questionnaire.

2. Determine costs involved in student dropout (give handout on information).

3. Discuss with the staff characteristics of students.

4. Compare the general characteristics of students with potential drop-outs.

5. Review existing methods employed in retention (give handout on information).

6. Clarify retention activities (discussion).

7. Select staff members, etc. for implementing retention plan.

8. Decide upon necessary equipment, books, etc. for retention program--list and evaluate.

9. Examine a need for a special advisory committee on retention; if there is a need, set the criterion for selection of such a committee (listing, evaluating, discussing).

10. Establish the function of an advisory committee (planning and brainstorming).

Sample of Inservice Plan

Topic : Analyzing Retention Policies

Brainstorming--

Previous to meeting:

1. Prepare copies of chart on present activities for student retention (two copies for each person).

2. Prepare copies of evaluation sheet (one copy per person).

At meeting:

3. Group staff members into groups of three or four.

4. Give out handouts.

5. On the first handout instruct the group to discuss the present methods used to retain students.

6. On the second sheet evaluate the methods.

7. Regroup for large group discussion and sharing time.

8. Formulate suggestions for possible improvements for strategies used by the school.

Retention Strategies (List)	Which students are involved?	Does the strategy help in retention of students?	Does the strategy actually work?
Sample Independent study	2nd Semester Students	Allows for the student to do schoolwork outside of the classroom.	Very effective with student who is self-motivated and has a job - problem for those who need close supervision

Activity:

The group will decide on the characteristics of both the students in general as well as those characteristics of potential drop-outs.

Before the inservice workshop session the leader will:

1. distribute forms for staff to complete on characteristics of students.
2. compile data from the completed forms.
3. make copies of the results to be given to each participant.

During the session the leader will:

1. distribute copies of the results from the staff responses to form.
2. explain results and answer questions about results, etc.
3. separate the group into groups of five people or larger groups of not more than fifteen people.
4. from copies of results the group will answer the questions on the handout.
5. collect the sheets from the group(s).

Evaluating Retention Methods

Directions: After reviewing the results of the chart and participating in the brainstorming session, discuss and answer the following questions.

1. What present methods are most effective in retaining students?
2. What can be done to improve or increase the usefulness of these methods?
3. How can these methods be categorized? (ex. for counseling, mentoring, basic skills, etc.)
4. Are there some areas where students are being neglected?
5. How can we meet the needs of these students?

Staff Inservice Training

(For Leader of Administrator)

1. Determine the need. (Why is inservice training necessary?)
2. Establish directions or goals. (Where do we intend to go with this training?)
3. Identify methods. (How can we achieve our goal?)
4. Create design for inservice. (What do we do?)
5. Clarify those persons to be involved. (Who will participate?)
6. Select necessary items to use for inservice training. (What equipment, materials, etc. will be used for the training sessions?)
7. Make agenda. (How will the sessions be arranged?)
8. Notify persons who will conduct the training.
9. Decide on place (room, building, etc.), time, and date for inservice.
10. Contact staff members

Evaluation (Related to Program Objective)

Possible areas which show successful retention strategies:

- Successful program completion
- Grades in classes
- Skill performance
- Behavior in classes
- Attendance (also promptness in arrival to class)
- Opinions of staff toward students and program
- Attitudes of students toward staff, school, programs, themselves (self-esteem, etc.)
- Expenses to maintain program (for special retention program)
- Changes in curriculum
- Number of students returning to school
- Employers' opinions (after the students have completed the program)
- Others:

(Material for this section on Inservice Training was adapted from Staying in...A Dropout Prevention Handbook, K-12.)

Appendix D
Funding

Information on possible sources for funding:

The catalog of Federal Domestic Assistance
Can be purchased from--
Superintendent of Documents
Government Printing Office
Washington, D. C. 20402

The Foundation Center (grant information center)
Main office--79 5th Avenue
New York, NY 10003
Regional offices--1001 Connecticut Avenue, NW
Washington, D. C. 20036
1-(202) 331-1400

1442 Euclid Avenue
Cleveland, OH 44115
1-(216) 861-1933

312 Sutter Street
Room 312
San Francisco, CA 94108
1-(415) 397-0902

53 W. Jackson Blvd.
Suite 430
Chicago, IL 60604
1-(312) 430-0265

U. S. government-sponsored vocational programs, administered by the Office of Vocational and Adult Education, 300 7th Street, SW, Washington, D. C. 20202

Adult Education-State Administered Programs
1-(202) 732-2270

National Vocational Education Research
1-(202) 732-2371

National Vocational Training Program; Bilingual Vocational Instructor Training; and Bilingual Vocational Materials, and Techniques. 1-(202) 732-2359

Vocational Education Basic Grants
1-(202) 732-2441

Vocational Education-Community Based
Organizations 1-(202) 732-2467

Vocational Education-Consumer and Homemakers
Education 1-(202) 732-2467

(Source: Vocational Education Journal, Jan./Feb. 1989)

.....

Other sources:

LOCAL GOVERNMENT FUNDING REPORT
Government Information Series
752 National Press Building, NW
Washington, D. C. 20045

THE GRANT LETTER
Baraka Books Ltd.
453 Greenwich St.
New York, NY 10013

HEALTH GRANTS AND CONTRACTS WEEKLY FEDERAL GRANTS AND CONTRACTS WEEKLY: SELECTED PROJECTS OPPORTUNITIES FOR THE EDUCATIONAL COMMUNITY EDUCATION DAILY
Capitol Publications, Inc.
Suite G-12
2430 Pennsylvania Avenue, NW
Washington, D C 200037

MH-MR REPORT (Mental Health/Mental Retardation)
Morris Associates, Inc.
1346 Connecticut Avenue, NW
Washington, D C 20036

UNITED STATES GOVERNMENT MANUAL CATALOG OF FEDERAL DOMESTIC ASSISTANCE CONGRESSIONAL RECORD/FEDERAL REGISTER COMMERCE BUSINESS DAILY
Superintendent of Documents
U. S. Government Printing Office
Washington, D C 20402

PROGRAM PLANNING AND PROGRAM WRITING
The Grantsmanship Center
Dept. DD
P. O. Box 6210
Los Angeles, CA 90014

Legislation programs--

Job Training Partnership Act
Carl D. Perkins Vocational Education Act
Vocational Rehabilitation Act
Even Start
Work place Literacy
Independent Living Initiative
Adult Basic Education
Juvenile Justice and Delinquency Prevention
State Legislation Initiative
Foundation and Corporate Funds
Local Business and Community Funds

(Source: Vocational Education Journal, Jan./Feb. 1989)

Appendix E
Computer Conferencing

This pilot project is sponsored by

Consortium for the Development of Professional Materials for Vocational Education

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

For further information, contact:

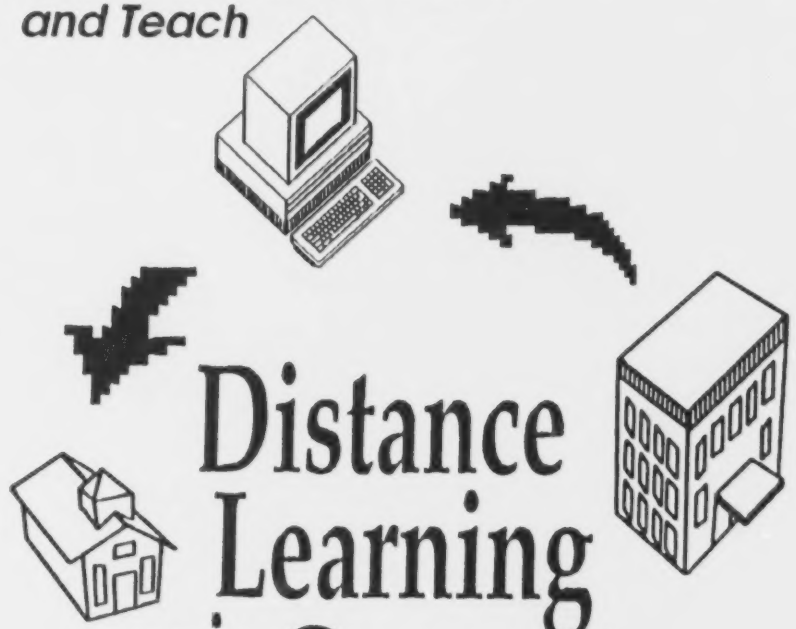
Dr. Robert E. Norton
Consortium Manager
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210
(614) 292-4353

or

Ronald Stammen
Research Associate
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210
(614) 292-4353

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT
THE OHIO STATE UNIVERSITY

A New and Effective Way to Communicate, Confer, and Teach



Distance Learning via Computer Conferencing

Purposes:

1. To use an affordable long distance electronic communication for vocational teacher and administrator instruction.

2. To combine microcomputer techniques with data base sorting, storage, and retrieval capabilities.

3. To eliminate playing telephone tag with those people we must communicate with consistently and who are a distance away.

Objectives:

1. To hold conferences on topics of mutual concern without traveling.

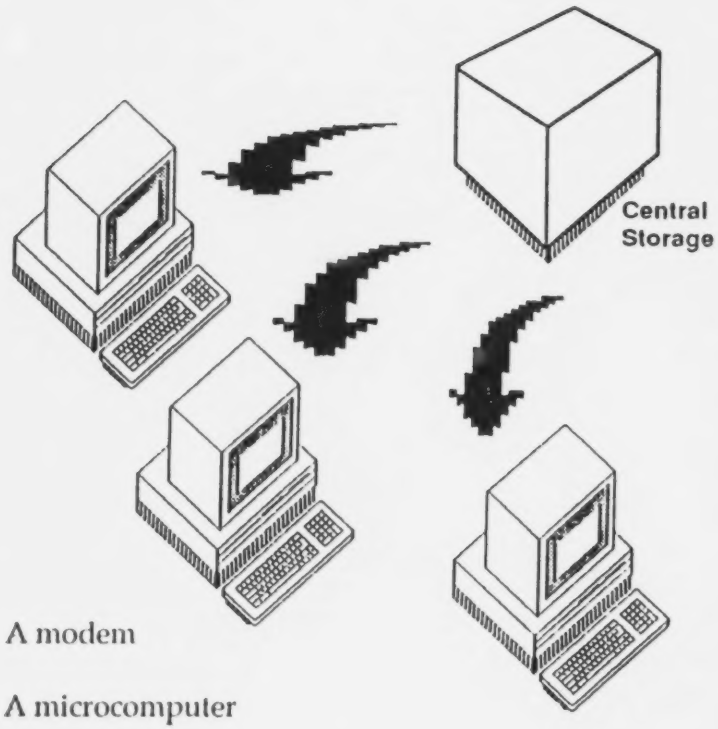
2. To use time wisely by having messages or instructions sent electronically to one or many instantaneously and accessed at any convenient time 24 hours a day.

3. To effectively use the latest educational technology in this instructional process.

4. To establish electronic professional relationships between peers in the profession.

5. To pilot test viable cost effective alternatives for conducting long distance conferences and instruction.

Concept:



- A modem
- A microcomputer
- A communication program
- A computer conference program
- Receiving messages and instruction
- When and wherever we might be

An intriguing way to communicate!

Participate Map

Action on Inbox =>

READ	read inbox notes
WRITE	compose a note or start a topic
PROFILE	list waiting inbox notes
ACTION	see what else you can do in PARTICIPATE
MODIFY MENU	switch menus off (or on)
HELP	get fuller explanation of inbox commands

SEGMENT NAME (# OF NOTES)

1. Urgent Notes (0)
2. Personal Notes (3)
3. "PRODUCTION" (3)
4. "ROLLOUT" (2)
5. "COMMITTEE" (7)
6. "PRICELIST" (1)

(No Inbox Notes...) →

Action =>

READ "topic"	go to the topic named in quotes
WRITE	compose a note or start a topic
DELETE	delete a note you've written
PROFILE TOPICS	list general topics available to you
PROFILE ONLINE	see which other users are currently online
PROFILE MYSELF	find out which topics you've joined
FIND SINCE	recover notes sent to you earlier
INBOX	check inbox for incoming notes
OTHER	list other command options
QUIT	exit PARTICIPATE after checking inbox

Action on Message * =>

READ	re-read this message
WRITE	respond to this message →
PROFILE ADDRESSEES	list all addressees of this note
KEEP	keep this note in inbox for future reference
FORWARD	forward this note to someone
OTHER	list other command options

Action on Topic =>

READ	re-read this note or specified note(s)
KEEP	keep note for future reference
WRITE	create a note for this topic →
JOIN	join this topic for automatic updates
LEAVE	avoid receiving updates in this topic
PROFILE MEMBERS	list those who have joined this topic
PROFILE BRANCHES	list subtopics branching from this topic
FIND "text"	locate notes containing the specified text
OTHER	list other command options

Scratch pad

.DISPLAY	review your note
.OPEN	start a new topic
.SEND	send your note
.CLEAR	delete your note
.QUIT	leave scratchpad
.HELP	get fuller explanation

Appendix F
Questionnaires

STAFF QUESTIONNAIRE

RETENTION

Purpose:

The responses you make to the statements below can provide insight for workable method in student retention in this vocational-technical school. (Please do not sign your name to this form.) Circle the number which best suits your opinion of each of the following:

	No effect	Minor effect	Some effect	Strong effect
1. Students feel pressure to leave because their friends do not attend the same school.	1	2	3	4
2. Students have some type of mental, emotional, or physical handicaps	1	2	3	4
3. Students' secondary education is inadequate.	1	2	3	4
4. Students decide their present job is satisfactory.	1	2	3	4
5. Students are unaware of information about employment possibilities.	1	2	3	4
6. Classroom space is unavailable for the program chosen by students.	1	2	3	4
7. Students decide to enter military.	1	2	3	4
8. Distance from school is too far and transportation for students is insufficient.	1	2	3	4
9. Personal financial needs are too great and the cost of tuition is too high for students.	1	2	3	4
10. Child care is needed for students.	1	2	3	4
11. Students decide to marry or divorce.	1	2	3	4
12. Students cannot attend because of family or health problems.	1	2	3	4
13. Families of students are not supportive.	1	2	3	4
14. Students decide to accept jobs related to vocational training.	1	2	3	4
15. Students created behavior problems and are asked to leave school.	1	2	3	4

	No effect	Minor effect	Some effect	Strong effect
16. Age difference is a problem to the students.	1	2	3	4
17. Credits from other schools are not transferable.	1	2	3	4
18. Admission process for entering school is to complicated.	1	2	3	4
19. More guidance is needed for students	1	2	3	4
20. Courses are not considered good quality by the students and/or equipment is out-of-date.	1	2	3	4
21. Students postpone plans to attend school temporarily because they are undecided about their future.	1	2	3	4
22. Students decide to attend another school.	1	2	3	4
23. Students feel government support is better than working.	1	2	3	4
24. Students cannot fit school around part-time jobs.	1	2	3	4
25. Students cannot or do not come to class.	1	2	3	4
26. Students fear failure in courses and are easily frustrated.	1	2	3	4
27. Students will not do the required work for the courses.	1	2	3	4
28. Not enough time is available to work with educationally disadvantaged students.	1	2	3	4
29. Students have differences and/or conflicts with staff.	1	2	3	4
30. In the space below, name other influences which may cause students to drop-out from school.				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4

PLACE A CHECK BY THE LINE OF YOUR PRESENT POSTION ON THE STAFF.

Teacher _____ Support position _____

Counselor _____ Administrator _____

STUDENT QUESTIONNAIRE

RETENTION

Directions:

Complete the following survey form. Your responses to the statements below will be helpful to this school now and in the future. DO NOT SIGN YOUR NAME. Thank you.

	No effect	Minor effect	Some effect	Strong effect
1. Students feel pressure to leave because their friends do not attend the same school.	1	2	3	4
2. Students have some type of mental, emotional, or physical handicaps	1	2	3	4
3. Students' secondary education is inadequate.	1	2	3	4
4. Students decide their present job is satisfactory.	1	2	3	4
5. Students are unaware of information about employment possibilities.	1	2	3	4
6. Classroom space is unavailable for the program chosen by students.	1	2	3	4
7. Students decide to enter military.	1	2	3	4
8. Distance from school is too far and transportation for students is insufficient.	1	2	3	4
9. Personal financial needs are too great and the cost of tuition is too high for students.	1	2	3	4
10. Child care is needed for students.	1	2	3	4
11. Students decide to marry or divorce.	1	2	3	4
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13. Families of students are not supportive.	1	2	3	4
14. Students decide to accept jobs related to vacational training.	1	2	3	4
15. Students created behavior problems and are asked to leave school.	1	2	3	4

	No effect	Minor effect	Some effect	Strong effect
16. Age difference is a problem to the students.	1	2	3	4
17. Credits from other schools are not transferable.	1	2	3	4
18. Admission process for entering school is to complicated.	1	2	3	4
19. More guidance is needed for students	1	2	3	4
20. Courses are not considered good quality by the students and/or equipment is out-of-date.	1	2	3	4
21. Students postpone plans to attend school temporarily because they are undecided about their future.	1	2	3	4
22. Students decide to attend another school.	1	2	3	4
23. Students feel government support is better than working.	1	2	3	4
24. Students cannot fit school around part-time jobs.	1	2	3	4
25. Students cannot or do not come to class.	1	2	3	4
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30. In the space below, name other influences which may cause students to drop-out from school.				
A.	1	2	3	4
B.	1	2	3	4
C.	1	2	3	4

(Adapted from: Identification of Recruitment Barriers to Vocational Programs....)

Appendix G
Sample Retention Programs

A JTPA Program in a California Community College

A Job Training Partnership Act (JTPA) program in a North Orange County (California) Community College was described by Coad (1985). This project addressed requirements related to a job placement program. Guidelines on reviewing, coaching, and updating job placement skills of disadvantaged participants were provided. Job skills were identified, defined, and evaluated. Job placement activities for the placement specialist are summarized as follows:

- o Individualized interview with clients
- o Review/coaching/update of clients' job search activities
- o Weekly client counseling (one-on-one or group pep talks)
- o Daily client contact (including job referrals)
- o Daily contact with employers
- o Planning and executing a business advisory meeting
- o Follow-up procedures

Coad stressed that it is imperative to a successful job search to know which job search competencies a disadvantaged person has mastered. Job placement specialists should review these competencies with the individual and provide coaching and instruction in those competencies that are still needed. A job placement program should use follow-up procedures to assess the effectiveness of vocational training, improve the placement program, and disseminate information about the vocational and placement services. Students who have been placed should feel free to come for advice and further services if necessary. Employers should be contacted on a regular basis to develop good public relations and to assist in any problems with the clients placed.

Vocational Education at a Northwest Florida Junior College

The Chipola Junior College in Northwest Florida provides basic skill remediation, support services, and vocational training programs and opportunities for disadvantaged students (Dunn 1987). Chipola Junior College serves five counties in which the high school dropout rate is around 35 percent. Work with the disadvantaged falls into three traditional areas: recruitment, retention, and placement.

Recruitment is a team effort that includes a craft advisory committee, interested community members, and all campus personnel. Heavy recruitment takes place in group meetings, in shopping areas, on school career days, and in churches, laundromats, and other community places. Some of the best recruiters are disadvantaged students who are enrolled in or recently graduated from Chipola.

Once the barriers to enrollment are met and students are enrolled, retention becomes the next problem. One of the most effective retention tools is gaining the trust and confidence of students and encouraging them to share their problems with the faculty before they leave campus. In most cases, helping potential dropouts explore other answers to their immediate frustrations preserves the integrity of their longer term goals. A second retention tool is monthly small group activities for those students who have been away from school a year or more. Staff members listen to students' problems and modify programs where necessary. Over 80 percent of the students enrolled in vocational-tech-

nical programs need remediation in math, reading, and writing. The campus Success Center provides these basic skills, as well as computer, employability, and life management skills.

The third aspect, placement, is the responsibility of everyone in the vocational division and requires cooperation with Student Services, the Job Service of Florida, and advisory committee members who provide employment opportunities and job leads. Employability skills training is part of all occupational instruction, and each teacher's program is evaluated on the basis of its placement rate. Current placement rates range from 91 to 100 percent. Current economic development activities have provided ample employment for those who want to work.

Collaborative Efforts

Partnerships have benefits for all types of educational programs, but especially for those serving youth at risk, whose special needs require various kinds of assistance. This section examines collaborations among and within states, between institutions, and between schools and businesses.

A Three-State Demonstration in State Employment Initiatives for Youth

In 1983, Public/Private Ventures (P/PV) identified Oregon, California, and Connecticut as three states willing to meet criteria for participation in its State Employment Initiatives for Youth Demonstration (deLone 1987). The purpose was to advance the process of initiating and implementing successful state youth initiatives. The criteria were that the governor and chief state school officer both sign off on participation and that the governor agree to designate a Youth Coordinating Council (YCC), an interagency mechanism composed of senior officials from state education, job training, and human service agencies. The purpose of the YCC was to provide forums for exchanging information, developing cooperative relationships among state agencies, setting priorities, and developing coordinated services for at-risk youth in selected communities. Each YCC was allotted a small funding pool ($400,000-$500,000 per year from discretionary sources) as seed money for improvements to local systems and programs for serving at-risk youth.

Under leadership of a county commissioner, the YCC initially emphasized identification of local needs and the crafting of desirable responses to those needs from state agencies, notably the Department of Education, the Department of Human Services, and the Department of Community Development and Training. A series of local forums followed to determine state priorities and an assessment of program models that proved effective. The YCC issued requests for proposals for local collaboration approaches to serve at-risk youth. Localities were required to match state funding. Funds were obtained from the Vocational Education Act and JTPA 8 percent dollars. A number of innovative and effective local programs were developed. The YCC proved to be flexible and effective way to pool state and local resources for coordination of critically needed services for at-risk youth.

In 1987, funds to the YCC for interagency initiatives were increased to $7.5 million dollars from an appropriation from the state legislature. The Oregon approach produced effective programming for at-risk youth and brought about state-level interagency cooperation that should provide a durable base for future initiatives.

A Technical College and Community-Based Organization Strategy

A creative partnership between a community-based organization (CBO) and a postsecondary technical college was described by Zaragoza and Huber (1987). This partnership was formed when a firm specializing in data entry services, Automated Data Entry (ADE), asked the Milwaukee Area Technical College (MATC) to train the 30 new data entry operators on the IBM System 36. The MATC did not possess an IBM System 36 or the space to install the system. The technical college did have instructors capable of teaching customized courses for data entry operators.

Administrators at MATC contacted SER-Jobs for Progress, Inc., a JTPA-funded community-based organization that provides basic skill remediation and job-search services to low-income Hispanics in Milwaukee. SER was interested in working with MATC to solve the training problem. SER had classroom space available and the ability to recruit, screen, counsel, and provide support to students.

At this point, the consortium had a community-based organization, a postsecondary technical school, and a local employer but no equipment. The IBM Corporation was approached and agreed to contribute a $150,000 computer system to the partnership. The MATC instructor was paid with JTPA funds.

ADE wanted employees who had good employability skills as well as solid technical skills. To meet this demand, SER adapted a stringent screening process that looked at the students' basic aptitudes, competencies, attitudes, and ability to maintain composure under stress. Thirty participants were selected from a pool of about 90 applicants. Most of those selected were JTPA-eligible Hispanic or black students. Many were high school dropouts. Instruction included employability skills training and internships with various data entry firms in Milwaukee. Students gained first-hand experience with dress codes and other aspects of the work environment. Ninety percent of the first class were placed. Other students trained in later classes have had similar placement rates. The ADE production manager reported that the SER students were "among our top operators in quality of work, quantity of work, initiative, comprehension and desire to learn" (Zaragoza and Huber 1987, p. 33).

Other employers in the community have heard formal and word-of-mouth publicity about the program, and an increasing number of employers are hiring the graduates. Employers in the community benefit in two ways: (1) they are gaining a pool of trained data entry operators and (2) they are achieving a reputation for addressing and solving the problems of poverty and unemployment for at-risk youth.

All members of the partnership are benefiting. MATC has built a bridge between the college and a large Hispanic community. Project graduates who are now employed have returned to enroll in more advanced business courses. From the CBO's and school's perspective, the partnership has provided additional credibility and justification for funding requests.

MATC has recently begun a second venture with a CBO, Milwaukee Goodwill Industries. This partnership provides training in business, data processing, and programming, customized for the severely physically disabled. MATC faculty deliver the curriculum in the Goodwill Industries facility with the assistance of the CBO staff and a special Business Advisory Council that is composed of 25 major Milwaukee-area businesses. The project has received

major donations of equipment from the IBM Corporation. The Wisconsin State Department of Vocational Rehabilitation contributes funds to the project. Many of the students receive permanent jobs with employers where they interned.

Zaragosa and Huber (1987) concluded that it is important to pick organizations that have solid track records in the area of employment and training and to establish good linkages with area employers. They suggested looking for a CBO that has a strong business advisory committee and is consistent in meeting its contract requirements. A good place to start is to contact the local private industry council and request information about local CBOs funded by JTPA.

State Department of Education and Area Vocational-Technical School Collaboration

The names of students who drop out of school in Oklahoma are listed and sent monthly to the state education department (Wheeler 1988). The state education department forwards the names to the appropriate area vocational-technical schools. The Jobs through Education and Training (JET) Project at the Great Plains Area Vocational Technical School tracks down persons on the list and encourages dropouts to come in for a few days of testing and recruitment. Persons referred by community agencies also come in for testing. In 1987-88, 70 of the 147 potential participants entered mainstream vocational education programs. Youth who qualify for JET must be secondary school dropouts and 16 or older. Services to qualified youth include career assessment and counseling, tuition and fee waiver, books and supplies, school bus transportation, 24-hour accident insurance, free lunch (income qualification), child care (gender, income, and program qualifications), individual and group counseling, academic remediation (preparation for the General Educational Development Test), financial aid, and job placement assistance.

Vocational education classes are structured differently from schooling that the dropouts failed in the past. In these vocational programs--

- o classes are 3 hours long. Spending a longer time together promotes the formation of a positive student-teacher relationship.
- o students progress at their own rate and deadlines are flexible. Individual learning styles are recognized, and the end product is seen as the most important aspect of the training.
- o classes are usually limited to 18 students. Small vocational classes are necessary for safety reasons and provide more time for individual instruction.

(Source: Tindall, Lloyd W., Retaining at Risk Students...)

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Post Office Drawer F-8000
FLORENCE, SOUTH CAROLINA 29501
Telephone (803) 661-8151

July 16, 1990

Ms. Linda L. Bennett
Gateway Vocational Technical School
P.O. Box 3350
Batesville, Arkansas 72503

Dear Ms. Bennett:

We are making specific efforts regarding retention in two different areas. First of all, we have a class, Freshman Orientation, that is offered regularly so that it is available to all students. The textbook used is Becoming A Master Student, by Dave Ellis, and is published by College Survival, Inc., P.O. Box 8306, Rapid City, S.D. 57709. The course teaches study skills, test taking, note taking, etc. This is a one hour course and is not required.

Secondly, we are in the process of establishing a Minority Affairs Office. This office would help with recruitment, counseling, and activities for minority students. Hopefully, this will aid in the retention of minorities.

If I can answer any further questions, please feel free to contact me at 803-661-8028.

Sincerely,

Fred Salley

Fred Salley Jr.

Florence-Darlington Technical College does not discriminate in employment or admission on the basis of race, color, sex, age, national origin, religion, political affiliation, or handicap.

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